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THE STUDY OF HISTORY.

HISTORY is not to be taught simply as an exercise for training the memory, however valuable it may be for this purpose, but to impart to the scholar a knowledge of "past events," in his own and other countries. Repeating paragraph after paragraph from the text-book does not necessarily impart a knowledge of history. Nothing is known, understood, till it becomes part of the learner's intellectual stock in trade. Saying a thing, is not knowing it; and it does no more good to say it, than it does the dyspeptic to eat roast beef and plum pudding.

History embraces a very wide range of topics; and it requires a more extensive knowledge of men and things, of social and political economy, of human nature and human capacity, to understand and assimilate it, than any other study pursued in our schools. Without some knowledge of political economy and the science of government, the pupil cannot comprehend the struggles of a people to obtain the blessings of free government; cannot correctly apprehend the causes of civil commotions, of insurrections, and revolutions.

Our text-books treat of tariffs, blockades, reprisals, public debts, "suspension of specie payments," "surplus revenue," the United

States Bank, "removal of the deposits," and a score of topics which must be "Greek and Latin" to a very large proportion of the children in the Common Schools. And merely learning and reciting the definitions of these terms, are not necessarily a knowledge of them.

Reciting paragraphs from the text-book, we repeat, is not studying history, though it may be a very good exercise in mnemonics. We did not commence this article with the intention of grumbling, but for the purpose of presenting a few suggestions, which may be new to some of our readers. We have heard a scholar recite a paragraph in history, and then give sundry very "bookish" explanations of all the difficult points, but who, after being further questioned, and making all proper allowance for the lack of facility of expression, we were satisfied, knew little or nothing about the matter of which he had been speaking. He had complied with the inflexible law, and consulted all the reference books in the library, and, after all, had a very imperfect knowledge of the subject. We suppose our experience is not peculiar; that every teacher has wondered his pupils did not understand common things.

For example, the text-book says: "Great Britain \* \* \* had made a vast addition to her national debt, and greatly increased the burden of her subjects."

"What is a national debt?"

"The debt which a nation owes."

"For what did Great Britain owe this debt?"

"For the expenses of the war."

"What were the expenses of the war?"

"What she paid for guns, and powder, and bullets; for provisions to feed the soldiers; for their wages, etc."

"Did she owe the national debt to the soldiers who fought in this war, and to those who furnished the ammunition and provisions?"

No answer; the wheels were blocked.

"How does a nation raise money to carry on a war?"

Dead silence, blank looks,—not in the book.

Here was a golden opportunity for a teacher fond of the sound of his own voice; and the scholars were as much interested in the explanations that followed, as though each and every one of them expected, at some future time, to be Secretary of the Treasury..

The text-book mentions the various tariffs which have been in force in our country; a tariff for revenue and a protective tariff. The latter, the credulous teacher tells the class, is to protect home industry, and takes it for granted that the scholars know all about it. They can tell what it is, but they do n't *know*. A well-educated parrot or macaw bird could tell, after he had been instructed, but he does not know what it is any better than some of our pupils. Explanations in "words of learned length and thundering sound," do not help the matter very much, but a simple illustration, "drawn from nature," would cover the whole matter with daylight.

We do n't like to leave the story half told, and we do not see how we can better furnish it than by giving such an illustration. With chalk in hand, the teacher takes his place at the blackboard, and says; "Labor is cheaper in Europe than in the United States; therefore many articles can be manufactured at less cost there than in our country. A pair of shoes could be made in Europe, brought to this country, and sold cheaper than a pair made in this country. The government, therefore, charges a duty on certain goods brought from England and France, in order to make them cost more here than the same goods produced on this side of the ocean. Of course, then, our goods can be sold cheaper than the foreign goods.

"A shoemaker, for instance, gets from fifteen to fifty cents a day in Europe; in the United States, he gets from a dollar to a dollar and a half a day. Now suppose the stock for a pair of shoes costs, in Europe, one dollar (writes it on the board); the manufacturing costs fifty cents (writes); freight and other charges, twenty-five cents. Then the foreign made shoes cost, in this country, one dollar and seventy-five cents.

"Suppose the stock for a pair, in our State, costs one dollar (writes); the manufacturing one dollar, and other charges fifteen cents; the American made shoes cost, when ready for sale, two dollars and fifteen cents, or forty cents more than the foreign shoes. Now, scholars, which can be sold cheapest?"

"The foreign shoes," shout the whole class, if their enthusiasm is not restrained by "wholesome" regulations.

"Then foreign shoes will be sold, while American grow shop-worn on the shelves. What will be the effect upon American shoemakers?"

"They wont have any work."

"Then government, like an indulgent parent, steps in to help them. What does Congress do for the shoemakers then?"

"Puts a duty of fifty cents on shoes."

"Precisely so; and then the foreign shoes will cost more than the American shoes, and there will be plenty of work for the shoemakers."

If the teacher happens to believe in free trade, "no tariff except for revenue," he will be very likely to add that the people have to pay twenty per cent. more for their shoes, on account of this protective tariff, than if there were no duties charged on the goods; that it protects the shoemaker at the expense of the blacksmith; the iron interest at the expense of the farming interest, etc. But we do not propose to make a party question of it; only to illustrate the meaning of the terms and the operation of the principle.

Scholars talk very glibly about battles, sieges, and other military operations, without a very distinct idea of what they are talking about. We doubt not a scholar could recite all the paragraphs in the text-book, without knowing what a battle was. We fancy that most scholars in our grammar schools, who have not been specially instructed in the matter, suppose a pitched battle, between two armies, is about the same thing as a pitched battle between two boys, where each party "goes in" without regard to order or science.

A teacher can fight a battle very satisfactorily, with a piece of chalk, on the blackboard. Let him draw up the two armies in order of battle, on the board; place the infantry, artillery, cavalry, and reserve in position. Then show how the battle begins; how an advantage is gained; how a flank movement is made; how a retreat is conducted.

Do your scholars, when they recite the text relating to Yorktown, understand the nature of a siege? What are the first, second, and third parallels? How is a fortified place invested? What is a sally, and what is its object? What is breaching a fort? When and how is a fortified place stormed? We do not think it is necessary to follow every battle or siege through all its details, but only to instruct the pupils in the nature of these operations, so that they may read history understandingly.

History should not be taught by paragraphs or periods, but by topics, campaigns, or other reasonable divisions of the subject. Some



of our text-books group together the events of a single year, or other periods, without much regard to connection. Brandywine and Stillwater, Bennington and Germantown, Long Island and Charleston, are all mixed up, as though there were no order of events but that of time. All the principal battles of the revolution are included in five campaigns, which suggests that this chapter of our history should be taught by these divisions. "To exemplify the work" still further, we will venture to give a synopsis of these campaigns.

1.  
CAMPAIGN OF NEW ENGLAND.

Its Object.  
LEXINGTON.  
BUNKER HILL.  
Dorchester Heights.  
Evacuation of Boston.

2.  
CAMPAIGN OF NEW YORK.

Its Object.  
N. Y. and L. I. Fortified.  
Howe arrives at Staten Island.  
BATTLE OF LONG ISLAND.  
Washington's Retreat.  
WHITE PLAINS.  
FORT WASHINGTON.  
Retreat through New Jersey.  
Pursuit of Cornwallis.  
Crossing the Delaware.  
TRENTON.  
PRINCETON.  
Winter Quarters.

3.  
CAMPAIGN OF PHILADELPHIA.

Its Object.  
Howe lands on Elk River.  
Washington's Movements.  
BRANDYWINE.  
Washington's Retreat.  
Howe sends a force to reduce the Forts  
on the Delaware.  
GERMANTOWN.  
White Marsh.  
Winter Quarters.

4.  
BURGOYNE'S CAMPAIGN.

Its Object.  
Invasion.  
Schuyler Retreats.  
Fort Ticonderoga.  
Skeensborough.  
Fort Edward.  
(Col. St. Leger's Expedition.)  
BENNINGTON.  
STILLWATER.  
BATTLE AT SARATOGA.  
Surrender.

5.  
SOUTHERN CAMPAIGN.

Its Object.  
Clinton's Expedition.  
SIEGE AND SURRENDER OF CHARLESTON.  
Gathering of Gates' Army.  
CAMDEN.  
Gates' Retreat.  
Green Supersedes Him.  
Divides his Army.  
Sends Morgan West.  
COWPENS.  
Green's Retreat.  
Cornwallis' Pursuit.  
GUILFORD.  
Cornwallis Retires to Wilmington, then  
Goes to Virginia.  
Green Recognizes North and South  
Carolina.  
CAMDEN.  
EUTAW SPRINGS.  
YORKTOWN.

The battles may be described in detail, at the discretion of the teacher; the dates should certainly be given. The various expeditions and campaigns of less importance should be treated in the same manner.

In the study of history, the imagination of the pupil is the teacher's most valuable assistant. By connecting together the incidents of a campaign, the scholar is enabled to follow the army in fancy; to witness the events he describes: and they are thus indelibly impressed upon his understanding. Wood's Historical Map can hardly be dispensed with in the study of American History. It assists the imagination by giving a locality to every incident.

A.

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### EXPENSIVE SCHOOLS.

Do not suppose from this heading that we are about to advocate a reduction of liberal salaries for faithful teachers, cheap school-houses, or volunteer committees. None of this. We propose rather to specify some items of school expense, which seldom or never find an entry in financial reports.

The value of a man to himself or to community, depends very much upon how he has been educated. Knowledge is power; and the school has very much to do with the increase or withholding of this power.

Whatever, therefore, tends to check the proper development of the child's intellect, whether by physical neglect or injudicious mental training, robs the community and claims investigation. When an agent for the government, by neglect of duty, fails to improve an opportunity for securing a thousand dollars, does he not virtually take from the government this sum? So when an agent, entrusted with the more responsible duty of caring for a school of young minds, neglects the means at his command for giving them a proper intellectual training, he virtually robs community of the advantages which these minds might confer.

A "studious" school is not always a profitable school; and the old maxim, "No matter what a scholar studies, provided he only

studies," is as false as it is expensive in its tendencies. To reap a profit commensurate with the toil, requires a discriminating effort in case of the mind as well as the body.

There are many schools where nearly the whole time between the ages of eight and fourteen, is occupied in dull, dreamy efforts at *memorizing* the grammar, written arithmetic, and descriptive geography. The pupils of such schools may have studied hard, may be fluent in words, and able to delight ignorant parents and indifferent committees at formal exhibitions, and still be no more educated in these branches than parrots in common parlance. Study which gives the child no well defined ideas is of no use. It is rather a damage, as it creates a distaste for subjects so studied when he arrives at a suitable age for pursuing them intelligently.

Now six years of unseasonable study spent in *not* acquiring what may be acquired in two years, at a proper period in the child's development, is worse than a waste of four years' time. Rent of school-rooms, teachers' wages, books and fuel, are the least important items in such a bill of expense. The habits of thought acquired far outweigh them all. We have known the young merchant, in the spare moments snatched from the duties of the counting-room, accomplish in the study of English grammar in six months, what the pupils in many schools fail to do in as many years.

It is time teachers and parents took a more practical view of efforts made in the school — that the studies of children be *appropriate to their capacities*. In childhood, the mind gains ideas chiefly through the faculties of sense. The reflective powers play but a feeble part in furnishing it with knowledge. The studies at this period should therefore be tangible *things* rather than intangible ideas.

Every hour of the child's course in the Primary and Grammar Schools, may be profitably employed in gaining useful and correct ideas — ideas which he may use to some good purpose.

For example: Children never tire of examining and hearing about objects of natural history. The smallest child in the Primary School will listen intently to a simple description of the robin or the oriole, especially when a specimen is presented to his eye. Such will learn and remember, too, the color of the plumage; its

uses for protection ; the structure of the wings and how used ; their food, and the benefits they confer in the destruction of noxious insects ; how they build their nests, hatch their eggs and feed their young. Such simple facts the skilful teacher may teach her little charge, until the names, physical characteristics, and habits of every bird in the region, shall become known to every little boy and girl of the school. So of quadrupeds, insects, and plants of the neighborhood, the leading facts of the natural history of each class of which, may be intelligibly learned before the child is intellectually capable of grappling with the rules and definitions of a text-book.

Now is not knowledge of this description, which children naturally crave, more serviceable for mental discipline and practical use, than dry rules of spelling or punctuation, or the descriptive details of the geography of countries of which the child understands or cares as little as the teacher of the lunar regions ?

Is it not quite as important that the child *enjoy* lessons which teach him the food and habits of the little birds which help protect his father's fields and orchards, as that he reluctantly memorize the rules of punctuation, the definitions of consonants, semi-vowels, mutes, liquids, etc., or the population of Chicago and New Orleans five years ago, or the lengths of the Ganges and Brahmapootra ?

It is an abuse of common sense to occupy the early years of school life over facts of grammar or rules of numbers, where there is a total incapacity to comprehend them. And yet the practice is by no means uncommon.

That a child of eight years, under a superior teacher, *may* commence English grammar or written arithmetic, with some hope of success, we do not doubt. But is it economy to do this, when there is so much of importance to be learned which is exactly adapted to this puerile age ?

With a competent teacher, it is surprising what an amount of systematic facts, in natural history and natural science, may be acquired before the age of ten years, and acquired, too, so as to become available in adult life. The outlines of botany and the general facts of natural philosophy and chemistry, may be successfully taught long before the child can comprehend the reason of the process for obtaining the greatest common divisor, or the least common multiple, or the cases in grammar. In these remarks, we



would by no means undervalue the importance of written arithmetic, grammar, etc. We only censure the unnatural and expensive order in which they are too frequently introduced.

It is easier to teach from books than from nature — easier to employ the descriptions of an author than one's own. Hence the learning and skill requisite for teaching children from natural objects. For this reason the primary schools should be the last to share the instructions of the untaught and inexperienced.

As much as we value the study of things for children, still we have no sympathy with much which passes for object teaching. A proper discrimination should be made in selecting for school exercises, and, as far as possible, objects from nature should be taken. It is just as well, for example, to teach the parts of a plant as those of a dry desk, and the facts acquired in a systematic study of the former will most certainly lay a more valuable foundation for an education.

Another expensive evil in the common schools is found in the use of too voluminous text-books. It is of little use to attempt teaching in these schools more than the leading general principles of a science. These should be clearly and concisely expressed, and the scholar made to understand so far as he goes. A few facts mastered are worth more than volumes of misty ideas.

There are, in some of our arithmetics, twice as many rules as time and ability in the schools for comprehending them. In most geographies there are scores of questions requiring answers of no practical importance, like the changing population of cities, length of unimportant rivers, etc. Text-books of natural science are also in most cases too diffuse. There is only time in most of our public schools for learning *well* the general principles, and where these are thoroughly taught, and clearly illustrated *as* they are taught, it is far better than skimming over details, however interesting and important.

Unsuitableness of studies to the capacities of scholars, and diffuse text-books, are prominent evils of our school system, and their removal will give increased value and diminished expense to a common school education; thorough teachers, well paid, will supplant the educational mendicant, and practical knowledge will give a new impulse to every industrial pursuit.

A. W. S.

*Boston, Dec. 26th.*

## THE CREDIT SYSTEM.

MR. EDITOR:—In the January number of the *Teacher*, my eyes rested upon, and I read with some degree of interest, an article entitled “The Credit System.” I could not, however, help feeling that the view taken by H., was very far from being the correct one. He says, “All are willing to admit that quite a number of pupils may be found in every school, who have that inherent desire for knowledge and love for study which enables them to exercise their powers, and thus obtain a high rank, without being unnaturally stimulated by the use of credits, that cost nothing, and upon which a noble mind can but look with contempt.” The first part of this statement may be correct, but the last part certainly is not. Very few minds can be found, either noble or ignoble, that look upon a well arranged system of marking with contempt or even indifference. Every one desires to know his relative standing, to compare himself with others, and to ascertain his real strength. In no other way can the pupil so well learn this as by “The Credit System,” although it may not as yet, in *any* of our schools or *colleges*, be wholly free from imperfections. In *this*, is to be found one of its greatest advantages. By the possession of this knowledge, many a poor man’s son, in the school-room, and afterwards in the race of life, has been led to put forth that effort which has enabled him to come in far ahead of the son of the princely merchant. Worth has taken the place which really belongs to it.

But H. acknowledges that some minds “are incited to greater activity,” and that they “reach a higher position in the class than they otherwise would, were it not for the Credit System,” and yet he thinks the incentive is wrong and the stimulant unwholesome; that many study for the credits alone, while perhaps as many more, not being able to surpass their superiors in intellect, give up in despair. This I presume is *sometimes* the case, but when it is so, the fault generally, I believe, lies with the *teacher*, and not with the *system* of marking. Let the pupil be made to feel that success in life depends quite as much upon moral worth and an indomitable perseverance as upon superior intellectual endowments; let the credits lost by incorrect deportment, be taken from the entire number of credits given; let the pupil be viewed as a *unit*, as he ought

to be, in the school-room and out of it, when he enters upon the active duties of life, and we shall seldom find scholars spending their physical strength in taxing the energies of the teacher, or in wishing those "Dire calamities upon the school-house" which have been referred to by your correspondent. The desponding ones will be encouraged, the slothful made more industrious, the intelligent quickened to greater exertions, and all will be led to place a higher estimate upon character.

Again, says H., "the Credit System gives rise to jealousies among those who would otherwise be friends." It also, continues he, "occasions more deception among pupils than any other, or all things else combined," and refers to the discovery of a lady who visited one of our best ordered schools. But it is to be remembered that *good order*, so called, differs very much in kind and quality. The order of the army and navy is very different from the order of the well regulated family, that order which is based upon a love of duty and the right, and which should always be the order of the school-room. Did I "notice twenty-eight cases of deception" in *any* school, in a single session, I should, without any other proof, pronounce the teacher unfit for his place, and not make "the Credit System," a pack-horse to carry away the faults that do not properly belong to it. Falsehoods, with or without credits, are the worst offences that the teacher has to contend with, but if made to stand out in all their deformity, and as prominently as they should, I am sure they will not often be repeated.

Nor need jealousies frequently arise between the different members of a school, on account of credits lost or received. I have known two brothers to settle down in life, side by side. The one has turned every thing to gold; the other has always struggled with misfortune. Jealousy has sprung up between them, and instead of being brothers they are now enemies. Should I, on this account, condemn the practice of money-getting, which is attended by some of the sterner virtues, or shall I feel more deeply the importance of endeavoring to lead others to a more correct estimate of riches? And if "the Credit System" is the cause of jealousy in my school, shall I give it up, or shall I endeavor to correct the wrong impressions under which my pupils labor? If I accumulate property more rapidly than my neighbor, he need not feel that

my greater success is the cause of his poverty ; nor need one scholar feel that the success of his classmate takes any thing from his acquisitions. I believe the best friends in my school are those who stand nearest to each other in attainments.

But one word more. "The Credit System" is of the greatest importance in the *government* of a school. Few children are intentionally bad, but many of them need some little reminder. If a scholar drops a slate, take from him a credit. If he whispers, take from him two or three. If the same thing is soon repeated, take from him a larger number. If he now appears surly and ill-natured, give him a demerit, and if your object is not accomplished, you will readily know what to do next. In most cases, however, the loss of the smaller number of credits will be sufficient ; no harsh words need be used ; and teacher and scholar will remain firm and fast friends. Having taught school many years, both with and without credits, I must say I have found "the Credit System" of great advantage in securing good order in the school-room, in sharpening the intellect, in furnishing a spur to exertion, in elevating the tone of morals among my pupils, and in awakening among parents a deeper interest in the school.

S.

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### WHEN IS A PUPIL TARDY ?

THERE is quite a diversity of opinion among teachers, as to what constitutes tardiness ; and, as a matter of course, there is a corresponding diversity of practice in marking pupils for tardiness. Some allow three, five, and even ten minutes after giving the signal to call the school to order, before they consider a pupil tardy. Others draw the lines nearer, but consider no one tardy who is any where in the school-room, or in the building, when the signal is given.

Now if tardiness means not in season, slow, behind time, why not make the limit where common sense would seem to put it, and make every pupil tardy who is not in his or her seat when the school is called to order ? Why give any number of minutes grace ? An indolent, careless pupil can hardly be expected to make a



special effort to be prompt, when he knows that by being a few minutes late, he will not even be marked for tardiness. The loss of time in school to such pupils is nothing to them. They often regard it as a gain, rather.

Every school is supposed to have some kind of a summons for pupils to assemble and enter the building ; such as a bell upon the building, a hand-bell rung at the door, or the old fashioned " rap " upon the window. Then there should be a signal inside of the room for commencing school. This should *not* be a signal for pupils to move towards their seats ; but to cease talking and to commence their work ; or to be in readiness for whatever exercise there may be at the opening of the school. Of course, then, pupils should be in their seats *before* that signal is given. Where there is a clock (every school-room should have one) they will have no difficulty in knowing when to be in their places. In the absence of a clock, any teacher of ordinary ingenuity can arrange a signal that shall be understood by all the school. A single stroke of a small table bell is sufficient. Beyond this signal, make not a single moment's allowance. The pupil who is just entering the room, and the one midway between the door and seat, are both tardy and should be so marked. This rule should be inflexible. That it can be enforced, we know very well from experience. It is the *easiest* rule for the teacher, and when properly understood, will prove most satisfactory to pupils. It will prevent much tardiness. There can be no doubt that a want of promptness on the part of teachers, encourages tardiness in pupils.

One of the first duties of a pupil is to be in his seat when the school is called to order.

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#### FOREFATHER'S DAY.

IN a matter of so much importance as the *Calendar*, I cannot refrain from correcting the error, as I regard it, in the extract from an article in the *Maine Teacher*, entitled "Forefather's Day," published in the January number of the *Massachusetts Teacher* ; especially when the evil is so liable to be very widely propagated by means of teachers and others who read these periodicals.

The landing of the Pilgrims took place December 11, 1620, O. S. That is undisputed. Now, how many days difference was there between solar and civil time in 1820? In 1582, when Pope Gregory changed the calendar, the error in civil time, reckoning from the date of the Council of Nice, A. D., 325, was ten days, with an annual increase of 11 minutes. In 1620, or 38 years after 1582, the error had increased  $11 \text{ minutes} \times 38 = 418 \text{ minutes}$ , or less than one-third of a day. Therefore, the difference between solar and civil time in 1620, was *only* ten days, and a fraction less than one-half a day. *Ten* days, then, should be added to December 11, O. S., giving December 21, N. S., as the true anniversary of the landing of the Pilgrims.

If in 1782, the English Parliament dropped eleven days, instead of ten days, which the Pope dropped in 1582, it was because the error in civil time had *increased* a day from 1582 to 1752, and then amounted to eleven days. Parliament *dropped* one day more than the Pope and had *reckoned* one day more than the Pope, viz.: Feb. 29, 1700, or in other words, it had given 366 day to the year 1700, to which the Pope gave but 365 days. The two differences balance each other, and it follows that: to all dates between the correction of the calendar by Gregory, October 5, 1582, O. S., and March 28, 1700, O. S., inclusive, ten days must be added to reduce them to New Style. The landing of the Pilgrims, December 11, 1620, O. S., occurred between these dates.

Therefore, ten days must be added to December 11, O. S., and December 21, N. S., should have been celebrated as Forefather's Day.

But how came the 22d, instead of the 21st of December to be adopted as the Anniversary of the Landing? Parliament, in 1752, dropped eleven days from the civil year, by ordering the 3d of September, to be call the 14th; and, therefore, it was necessary to add eleven days to all dates O. S., to reduce them to N. S., *unless they occurred before March 28, 1700*; and the descendants of the Pilgrims, who had not so carefully studied the calendar as their Episcopal and Catholic brethren, probably without giving the subject much thought, likewise added eleven days to December 11th, 1620, O. S. But in this they were mistaken, as has been shown.

"Hence, it will be seen that our late Thanksgiving, November

21st, *did* correspond to the date of the 'signing' on board the Mayflower, November 11, O. S., and Saturday, December 21st, was the New Style Anniversary of the Landing of the Pilgrims," but, as the 22d has been celebrated for so long a time, it is probably not best now to disturb its hallowed associations.

Again: "If persons are anxious," says the writer of the article in question, "to celebrate the anniversary of the landing on the day corresponding as nearly as possible to that of the 'Forefather's,' in absolute time, they must take the date of that event, Old Style, December 11th, and add the two day's error which would have accrued in the 240 years since elapsed, had the Old Style continued in use. On this principle, we should observe not the 22d, but the 13th of December."

I can arrive at no such conclusion as the above. If the writer had told us to *subtract* from December 11, the two days' error which would have accrued in the 240 years elapsed since 1620, if the Old Style had continued in use, and that the difference, 9, would indicate the day of December to be celebrated, provided we had continued to reckon time by the Julian Calendar, and were now so reckoning, I should believe him. But we are not so reckoning, neither were we told to *subtract* the two days error; consequently I think we should not have the true anniversary.

The landing occurred December 11, 1620, O. S.

The 80th anniversary occurred December 10, 1700, O. S.

The Julian Calendar, by which the Pilgrims were then reckoning, gave 29 days to February, 1700; whereas, by the Gregorian Calendar, which differs but very slightly from "absolute time," February of the same year had but 28 days; and thus the *true anniversary* of the landing occurred one day *earlier* in 1700, than it had occurred in 1699, because one day, the 29th of February, had been *inserted* between the two anniversaries. In 1751, the anniversary came upon the same day, December 10. But by act of Parliament, the year 1752 was shortened eleven days, giving it but 355, instead of 366 days. The anniversary this year fell upon the 10th of December, O. S., as in the previous year, but the *same day* by the New Style of this year was called the 21st. Hence, December 21st, N. S., is the Anniversary of the Landing, in "absolute time."

## HOW TO THINK, WRITE, AND SPEAK WELL.

[WE copy from the *Banner of Light* a letter written by Rev. Theodore Parker, which has never before appeared in print. Although the letter is addressed to a minister, yet it cannot fail to be useful to a teacher.]

BROOKLINE, NEAR BOSTON, }  
September 3d, 1851. }

*Dear Sir:* — You ask how you can acquire an impressive mode of delivery. That will depend on qualities that lie a good deal deeper than the surface. It seems to me to depend on vigorous thinking in the first place, then on clearness of statement in the next place, and finally on a vigorous and natural mode of speech. Vigorous feeling and thinking depend on the original talent a man is born with, and on the education he acquires, or his daily habits. No man can ever be *permanently* an impressive speaker without first being a man of superior sentiments or superior ideas. Sometimes mere emotion (feeling) impresses, but it soon wearies. Superiority of ideas always commands attention and respect. The habit of thought is easily formed; you doubtless know the way to attain that as well as I can tell you; one help to it is the habit of reading hard philosophical books, and giving an account of them to yourself. Bishop Butler is a good man to try upon, so are Lord Bacon, Hooker, Scott, Clark, Hobbes, and any of the great masters of thought. The philosophers are generally the best reading for ministers. So much for the habit of thought. I need not speak of the mode of cultivating the feelings — either such as relate to finite objects, or the “feelings infinite” which relate to God.

We refer to the clearness of statement. If you have something to say, a good deal of your success will depend on the amount of the matter. It is a good plan to put the least important first and the most important last of all. Thus there is a continual ascension and progress of thought. The speaker runs up hill, and takes his hearer to higher ground at every step. In the expression of the thought, the *shortest* way is generally best, and it is better to state one thing once and no more; the good marksman hits the mark at the first shot, and then puts up his piece; the bungler misses it, and blazes away the second and third time. Things well known require no illustration except for beauty and the delight it gives,



things, new or abstruse, and hard to grasp require illustrative figures, etc. It is better to use definite than indefinite terms ; to say a *man*, and not an *individual*, or a *human being*. I love specific terms, such as Thomas or Ellen, and a *man* or *woman*.

It is a good plan before writing anything, to think over the subject and see what you know about it, then to make a plan of your work, putting down the points you intend to make in their order, and under them the propositions, the proofs, illustrations, facts, etc. Time spent in the plan is time saved in filling it up. Then in writing — a tired man cannot write so well as a man not tired ; a sleepy man, an unwilling man cannot write well ; he will have sleepy readers (or hearers), and unwilling ones. Good, plain words are commonly the best, not fustic and yet not mere *literary* and dictionary words ; the language should be chaste and not vulgar.

In the mode of delivery there is little difficulty. If you have felt with vigor, and thought with vigor, you will write so too, and must speak with vigor. The best way that I know is to speak *distinctly* and in the *natural tones of voice* — in the tones of conversation as far as possible. In most (country) churches we need not speak above the natural tones of voice in order to be heard. It is a great help to be familiar with your manuscript. A man that never lifts his nose from his notes cannot interest an audience much. About gestures I cannot give much advice — to some men they are natural and useful ; to others not at all. Nature is the guide. Commonly the gesture ought to precede the word it is to illustrate. "Look there !" says a little boy, and points to the sun. But he begins to point before he begins to speak ; such is the method of nature.

You will see that I find the chief helps to an impressive mode of speech in the man and not out of him. There are no tricks in real eloquence ; they belong to the stage, not to the pulpit — nay, only the low practice of the stage. The best books that I know are Campbell's *Philosophy of Rhetoric* and Whateley's *Rhetoric*. Maury, Part 1st, *Eloquence*, is good. It is well to read the works of great orators, (Webster, the greatest master of orators in the world,) Burke, North, Taylor, etc. The arguments of lawyers will help you much : you will find them in celebrated trials, in

"State trials," for example — those from the time of James I. to James II. are full of such things as I refer to. The study of poets is a great help, both to the thought and to the form of expression. Shakspeare is a valuable ally. If you read Greek easily, then Homer and Æschylus will help you much. But a personal acquaintance with the Bible will be of incalculable aid. No book will so help the development of the religious feelings, no poetry; then it is a great mine of illustration, because it is the only book that is known to everybody. You see how Jesus illustrates his great truths by reference to common things before the eyes of the public, and to the common events of the day. I have written you a very long letter.

THEO. PARKER.

*Rev. H. A. Keach.*

### WHO MURDER INNOCENTS?

MR. SLASHAWAY, who writes for the Ocean Magazine, says the teachers murder them. Mrs. Prim, who picks the mote out of other people's eyes, says the same. Mr. Tradewell, who comes home at night with the headache, and does not like to be troubled with the children's lessons, iterates the same grave charge. And all lazy boys and girls offer themselves as the *living* witness that they expect to *die* of hard study.

We protest —

Who sends the children to bed with stomachs overloaded with indigestible food? Not the teacher.

Who allows Susan Jane to go out in wet weather with cloth shoes and pasteboard soles? Not the teacher.

Who allows the little child, in cold weather, to go with its lower extremities half bare, or but thinly clad, because it is fashionable? Not the teacher.

Who allows John and Mary, before they have reached their "teens," to go to the "ball" and dance until the cock crows? Not the teacher.

Who compels the children, several in number perhaps, to sleep in a little, close, unventilated bedroom? Not the teacher.

Who builds the school-house "tight as a drum," without any possibility of ventilation? Not the teacher.

Who frets and scolds, if "my child" does not get along as fast as some other child does? Not the teacher.

Who inquires, not how *thoroughly* "my child" is progressing, but *how fast*? Not the teacher.

Who murder the Innocents?

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## TWO MUTE SCHOOLS IN MASSACHUSETTS.

BY JOE, THE JERSEY MUTE.

THE managers of the Hartford Asylum for Deaf Mutes, are in a state of ferment, in consequence of the intrigues, so called, set afoot by the deaf residents of Boston, to get the legislature of Massachusetts to establish two mute schools within the precincts of that State, at considerable distances apart; one for boys, and the other for girls. The deaf mute's organ paper, the *Gallaudet Guide*, both editorially and by correspondents, urges upon the legislature the passage of a law providing for the erection of two schools upon the plan here described. They feel confident that such an act would result in the most perfect education of body, mind, and heart. To the everlasting glory of Massachusetts be it said, legislative aid has been profuse in the endowment and bestowing of aid upon seminaries for young ladies, and academies for young gentlemen. If the legislature look a little into the merits of the question under discussion, they will find it to contain within itself the elements of mental and moral growth and expansion, of increasing happiness, prosperity and usefulness.

Thinking it my duty to contribute my efforts, feeble as they were, to second the wishes of the movers in the matter, I wrote for the *Guide* the following communication, the perusal of which will give the reader some idea of the necessity and utility of the proposed improvement in the education of the deaf-dumb:

“Massachusetts is wealthy enough, in my opinion, to be able to support two mute schools within its own bounds, one for boys, and the other for girls; each to be located at a considerable distance from the other. Two schools of this kind in a single State must be of moderate size, in proportion to the whole number of mutes residing in the State. I do not believe in crowding a school with mutes. Deaf children of both sexes cooped up in one house, cannot be expected to carry their studies much further than is usual with the A B C class. I have not yet seen a born deaf-mute that has been brought up in a crowded school, who can write half as well as Booth or Darlington. A small school for either boys or girls, in the results of its operations, will prove *multum in parvo*.

“In the crowded schools for the deaf-dumb, influences are brought to bear against cultivating a spirit of amity; the principle of resentment is exercised, and quarrels are of frequent occurrence. Such a state of things must necessarily exist in large and crowded schools for the deaf-dumb. It is remarked of deaf children, that in a vast majority of cases, they are dogs and cats in their tempers. Charles Dickens, in the article ‘Deaf Mutes,’ in vol. ix., of the *Household Words*, represents the deaf-dumb as living a dog-and-cat sort of life with each other. And a writer in the *Edinburgh Review*, in his communication on ‘The Land of Silence,’ has a remark to the same effect. Should two schools be located in Massachusetts, one for boys and the other for girls, at a considerable distance from each other, I am confident that they will present to the world the most sublime spectacle of the refining influence of moral education that the world has ever yet witnessed, and the effect of which will be to command for the deaf-dumb a higher and more durable respect and admiration than ever. Deaf boys and girls crowded together in one house, as a general rule, have their amateness stimulated, by which their minds, at a time when they should be directed into proper channels, are made to run riot. In a separate school, the case would be reversed.

“In a female school, the mind, free from contact with male society, can ‘drink delight of battle’ with the difficulties of written language. And there, the science and practice of Domestic Economy can be taught with impunity.

“It has been said that ‘love laughs at locksmiths,’ and we have



abundant evidence of the truth of the saying in the exhibition which we see at the present time, where amorous correspondence by the *eye* is carried on among the pupils. Love under such circumstances, serves only to render ideas 'confusion worse confused.' In the mute schools, as they are at present constituted, the boys quarrel and make up with the girls, and fall out again. This is making matters grow from bad to worse.

"Articulation should never be attempted, except in cases where the pupils are able to speak, and to profit more or less by sounds. Mr. James Nack, the deaf poet of New York, can articulate to some extent; but, when I visited him several years ago, he told me that he invariably had recourse to writing in addressing himself to strangers, because his articulation was of such a nature as required, on the part of strangers, a considerable effort to comprehend his meaning. I know several semi-mutes who articulate as well at least as if they had all their senses in perfection, but who, in a mixed company, never resort to vocal utterance. Intelligible articulation cannot be acquired without a degree of pain to the pupil, and labor to the teacher. While on this subject, I cannot refrain from recommending my readers to peruse Mr. Day's report on the impracticability of teaching articulation to the totally deaf, published last year, in connection with the Report of the New York Institution.

"Mr. Turner, of the Hartford Asylum, has doubtless arrived at the highest state of perfection in the art of teaching the deaf-dumb, which it is possible to attain. His numerous scholars have impressed upon their memories an image of devotedness to the interests of the deaf-dumb, and of imparting to the mute mind a knowledge of philology. He is a writer of the 'first water,' to use a common expression. I have visited his school, and seen much to admire in the system of instruction pursued there. But there is not a shadow of any reason why he should oppose the establishment of a mute school in Massachusetts. Let Massachusetts alone. Let the people of that State act upon the question as they may see best. My opinion against Mr. Turner, if I may so speak, is that every State ought to have a mute school established within its own bounds. If this gentleman and his assistants teach the deaf-dumb without any pay whatever, then there is ground for condemning the efforts of the Massachusetts deaf-mutes to start an opposition school.

"In the event of the establishment of one or two mute schools in Massachusetts, the legislature of that State must demand the abrogation of all laws and customs which base a distinction of rights upon condition, with special reference to the pay of mute instructors. Everybody, almost, has heard of Jean Massian, an assistant teacher in the Paris Institute under the superintendence of M. Sicard. Coming himself from an humble origin, and rising by the force of his own genius, he was the best illustration in himself of the practical operation of that beneficent principle of equality upon which the French school was based. Mr. George, of the *Messenger*, of whom mention has already been made,\* while teacher in the Missouri school under Mr. Kerr, received equal pay with his hearing-speaking associates. Let the Legislature of Massachusetts bear in mind that disparity of pay operates disastrously upon whatever of self-respect the deaf-dumb possess. Equal pay is allowed in Slave States, judging from the fact that Mr. Denison,† of the *Columbia* school, and Mr. George, formerly of the *Missouri* school, received the like salaries with their more favored colleagues.

"Let the Hartford Asylum, in this particular, be the model and exemplar for all our other schools. I trust that Mr. Turner, who is distinguished for comprehensiveness of spirit, and the utter absence of prejudice, will take measures to furnish a remedy for the annoyances and evils resulting from an inadequate salary."

Now, if the Legislature will take the trouble to pursue the course of action marked out by the deaf portion of their constituency, this will have the effect to raise the standard of instruction, so as to afford all the essential instruction now given by schools of the higher class for hearing children. It is thus within the power of the Legislature to provide the means of doing good in the premises. They will not, it is hoped, turn a *deaf ear* to the prayer of the mutes whom they represent.

While making these suggestions in reference to the proposed schools in Massachusetts, I would throw out the idea that the employment of mute girls as domestics in a school for girls might be

\*Previous mention had been made of Mrs. George, in another communication which appeared in the *Guide* for the preceding month, upon the subject of underpaying deaf mute teachers.

†Mr. Denison, like Mr. George, is a semi-mute. He was educated at Hartford, and assisted in teaching in Michigan, before he was transferred to the District of Columbia. At a recent commencement of Columbia College, the honorary degree of Bachelor of Philosophy was conferred upon him.

dispensed with; for, in a vast multitude of instances, mute maid-servants counteract the good they ought to do in such an establishment, by prejudicing the pupils against their superiors. I speak from experience. I only want good women and true to impart a high and noble cast of character to the young minds around them.

## THE NIGHT SCHOOLS OF NEW YORK.

### CHARACTER OF THE SCHOOLS — ATTENDANCE AND DISCIPLINE.

THERE are now in operation, in this city, forty-two public evening schools, about half of which are for males, and the remainder for females. The number of teachers employed is four hundred, chiefly selected from those engaged in the day schools, who, by enlarging the sphere of their duties, in this way receive a slight addition in salary. The "local boards of school officers" nominate the night school teachers.

The object of the evening schools, as distinguished from the ordinary ward schools, is to attract the voluntary attendance of a class of persons whose employments during the day preclude their enjoyment of the daily course of study, and it is a rule that none who attend the day schools shall be admitted at night. We must, then, believe that all those processions of little children, which form so large a part of the attendance at the night schools, are engaged during the day in some industrial avocation, and are necessarily unfit to be kept up late in the evening, to drag wearily over unappreciated lessons. The City Superintendent's report wisely says: "In my last report I assigned some reasons for arriving at the conclusion that children under twelve years of age should not be permitted to enter our evening schools, and another year's observation and experience have only confirmed me in the correctness of the opinions then expressed."

### CHARACTER OF THE PUPILS.

The attendance at the night schools is, to a large extent, composed of foreigners and their children, who are mainly ignorant of

our language, and are taught its peculiarities by teachers of their own nationalities, who have become thoroughly familiar with it. In the German classes especially, the utmost diligence is observable, and it not unfrequently occurs that elderly men, erudite in the literature of their own countries, will, immediately upon taking up their residence here, accept with avidity the advantages offered in the night schools, and study with a determination which speedily results in the most satisfactory advancement.

The opening night of a term in the evening schools, is a period dreaded by the teachers and order-loving school officers. It is estimated that at least three weeks are required to "weed out" the rebellious spirits, who make the tour of the schools in order to test the quality of the teachers' endurance, with no higher aim than their own amusement. Their tests consist of various feats of agility, performed during the momentary absence of the teacher, such as piling up slates and jumping upon them, a process which interferes with the future usefulness of these articles; tricks of legerdemain and various annoyances, ingeniously devised and pertinaciously adhered to. The schools soon get rid of these rebellious spirits, and the work begins in earnest.

Boys and men, of ages ranging from seven to sixty years, attend the better conducted schools, the "old boys" often proving themselves the hardest students. In one school there is a class of females, whose ages range from sixteen to thirty years, and whose mien and dress indicate their employment in the cleaner trades, such as mantilla making, shop-tending, etc. The course of instruction in this school is purely oral.

A class of boys called "tobacco strippers," attend the evening schools, and are recognizable, with moderately developed olfactories, at a distance of ten or fifteen feet, by the peculiar aroma pertaining to their hair and clothes. They are all employed in the tobacco factories, and pass their evenings at school. In another place, there is one class entirely composed of men between the ages of twenty and forty, who are unwilling to be placed with little boys, although, in fact, they are far behind some of the youngest in intelligence and acquirements. The women of advanced years are not so fastidious, but receive with patient attention the same instruction which is adapted to the child beside them.



## CIVILIZING INFLUENCES.

In Clark street, near Broome, there is a schoolroom furnished with appropriate objects of ornament and utility, all combining to impress the pupil's mind with agreeable associations. A library at one end of the room is well stored with books upon history, biography, travels, poetry, and science generally; while busts, pictures, and drawings, adorn the walls. At the Seventeenth street school, also, a genial spirit animates the exercises; the teachers relieving the dryer portions of study by reading to the pupils a story, an essay, or a passage in history. The principal of this school argues that the hard-working mechanic, for whom these places of instruction are provided, would go to bed at home rather than attend a night school where the reins are pulled too tightly upon him. "The Constitution of the United States" forms one of a series of familiar lectures which are now going on at this school, and as most of the attendants are voters, the subject becomes a matter of interest and practical importance to them.

In some of the schools, there are large and well furnished cases of chemical apparatus, and musical entertainments are also made an attractive feature. In one of the wards, musical *soirees* are held twice a week, and not unfrequently rendered doubly attractive by high artistic talent, which is volunteered for the occasion.

## FEMALE PUPILS.

In the female schools, there are frequently some noticeable specimens of matronly scholars. In one school, a married woman, having no children, has been a punctual attendant for three terms, and is desirous of continuing through the entire course of study. An Irish girl, who had been a pupil, married a Chinese, and made him "come along to school," so that they passed their honeymoon in the pursuit of knowledge. In another case, an old man, while engaged in looking for his grandson, was induced to join him in study, and has since become one of the most diligent of scholars; and it sometimes occurs that three generations are represented in the same school, meeting in the same class on occasions when reviews take place.

## DISCIPLINE.

In many of these schools the rod is still used, and the teachers

are perplexed and annoyed by the perversity of the younger children who attend; but in the best conducted establishments the whip is laid aside, and the scholar's pride is appealed to. The results of the system of moral suasion are perfectly illustrated in the school in Wooster street, where flogging never occurs, and where good order always prevails. One evening recently we found the teachers in the female department of this school in the act of giving the pupils an epitome of current events, assisting the pupils' comprehension of the movements of our armies, by sketching plans of important points upon the blackboard. The male department is conducted upon a plan of semi-military discipline, and the boys enjoy the novelty.

The evening schools, as a whole, are excellent institutions, and are doing a good work, affording to persons of all ages and nationalities, the full benefits of gratuitous elementary education. They are generally well attended, and the teachers, with few exceptions, are capable and earnest. — *New York Evening Post*.

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### SCHOOLS IN CHINA.

THE Chinese have ever promoted education and honored educated men. The scholar has ever ranked high, compared with the mechanic and merchant, and since A. D. 600, the civil officers have been selected from literary graduates. The Chinese classics say, that among the ancients, villages had their schools, districts their academies, departments their colleges, and principalities their universities. These are for the benefit of boys. Chinese writers speak of the importance of female education, but we never see their girls in school, and have seldom seen a Chinese woman who could read her own language. The chief stimulus for boys to study is the prospect of office and wealth. For girls there is no such stimulus. Parents are unwilling to put their daughters under the instruction of a man, and it is rare to find a woman who has the learning and leisure to teach. The very few Chinese women who can read, have learned from a father or brother, at home. A few

are instructed in music or embroidery, but the great mass of women in China are employed in the servile occupations of the house or the field.

The boys commence their studies at six or seven years of age. In China there is no royal road to learning, but every boy, whatever his rank, takes the same class book and submits to the same training. The school-room is a low shed, or a back room in some temple, or an attic in some shop, where each boy is supplied with a table and a stool, and the teacher has a more elevated seat and a larger table. In the corner of the room is a picture of Confucius, before which each pupil prostrates himself on entering the room, and then makes his obeisance to his teacher. He then brings his book to his teacher, who repeats over a sentence or more to the pupil, and he goes to his place, repeating the same at the top of his voice, till he can repeat it from memory, when he returns to his teacher, and laying his book upon the teacher's table, turns his back both upon book and teacher, and repeats his lesson. This is called *backing the lesson*. In this way he goes through the volume, till he can *back* the whole book, and then he takes another volume and another, until he can *back* a list of the classics. The number of boys in a school varies from ten to twenty. Each one goes through the same process, coming up in turn to *back* his lesson; and he that has a defective recitation, receives a blow upon the head from the master's bamboo ferule, and returns to his seat to perfect his lesson.

The teachers are usually unsuccessful candidates for preferment and office, who, not having habits of business or a disposition to labor, turn pedagogues. They receive tuition from their pupils. The tuition is proportioned to the means of the parent, and varies from three to twelve dollars a year, with an occasional gift of food or fruit.

The schools are opened at early dawn, and the boys study till nine or ten o'clock, when they go to breakfast. After an hour or more they return and study till four or five in the afternoon, and then retire for the day. In winter they sometimes have a lesson in the evening.

All Chinese boys begin with a book called the "Trimetrical Classic," which some of their commentators have termed a passport into the regions of classical and historical literature. We should

as soon think of putting into a beginner's hands a copy of Young's Night Thoughts, as this book. But these young Celestials are not expected to understand what they read. They simply memorize, and occasionally write out some more simple character. After reading and memorizing for two or three years, they begin to study the sentiments of the author.

The sons of tradesmen and mechanics seldom master the classics, but gain a smattering of books, and learn to read and write the language sufficiently to keep accounts. This, with a little knowledge of mathematics, ends their education. They remain at school not more than three or four years, and when grown up retain the sound of many characters, but are unable to explain the meaning of a page in any common book ; and they constitute no small portion of the school-boys in China. — *Dean's China Mission*.

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## GEOGRAPHICAL RESEARCHES.

THE Geographical Journal of Justus Perthes of Gotha (*Geographische Mittheilungen*), passes in review, in an article in the last number, from which we quote, the results of the principal scientific expeditions engaged in geographical explorations during the year 1861 :

“The year 1861, which opened with such brilliant prospects for geographical science, has closed by leaving us many disappointments. It promised to open to our knowledge, with gigantic efforts, the parts of the world still unknown to us, and to resolve problems of the greatest importance to science. Two Expeditions (of which one was on a really grand scale) aimed at reaching the North Pole, both from Europe and America ; four different parties of travellers pressed from the North and from the South to discover the mysterious sources of the Nile ; it appeared as if the marvellous prospect of traversing the entire Chinese Empire was on the eve of successful accomplishment ; and finally, Australia was to be traversed by two separate expeditions from the South to the North. What a



brilliant prospective for the geographer ! But a fatal star has shone over each bold enterprise, and disastrous news succeed without interruption, bringing to us the intelligence of failure and disappointment.

“The Polar Expedition of Torelli, under the auspices of the Swedish Government, undertaken with such ample resources, has failed in its principal object. The ships, arrested by the ice, have remained more than a month immovable in the Bay of Teurenberg, on the northern coast of Spitzbergen ; subsequently the unfavorable weather, and a thousand other discouragements, have interfered with its labors ; and lastly, the contemplated expedition on sledges on the ice to the North Pole, has had to be abandoned, owing to the breaking up of the ice. At the same time comes to us the intelligence that Sarel, Blakiston, and Barton, returned on the 23d July to Shanghai, before they had penetrated beyond the Yang-tse-Kiang, in their attempt to reach the western limit of the Chinese Empire. They had already ascended the stream as far as Píng-chan, two days' march beyond Sioutchou, in the province of Tchetchouan, but they had found it impossible to reach Tching-fou, the capital of the province ; the civil war forced them to return.

“The news from Australia is still sadder. We know at what enormous cost the expedition was equipped which set out from Melbourne for the interior, in August, 1860, with horses and camels, under the conduct of O'Hara Burke. After accomplishing the distance to, or near to, the Gulf of Carpentaria, amidst the greatest privations from famine and disease, under which a large proportion of the expedition succumbed, the unhappy party were, on their return journey to Melbourne, finally arrested at Cooper's River by the failure of supplies. Burke, the leader, and the whole party, with the exception of one individual, who was found by a party of natives in the last stage of exhaustion, and providentially rescued from starvation, have perished. The reports of the country traversed between Melbourne and the Gulf of Carpentaria, as given by the survivor of the ill-fated expedition, go to disprove the theory of a great central desert in Australia, as the country is described as well watered and susceptible of settlement throughout.

“Other expeditions, which appeared much easier than those just mentioned, have also failed. William Herne has not succeeded in

penetrating from Pekin to Siberia, although by the route so often followed by the Russians. Sejan, struck down by sickness, has returned to France, without having explored what he wished to ascertain in connection with the Upper Nile; the second voyage of Miani to the upper waters of the White Nile, appears to have produced no result; Peney has died of fatigue without having been able to pass the third degree of south latitude; Ruveyrier has been forced to quit Ghat for Mourzouch and Tripoli; Livingstone has not been able to ascend the Bovouma beyond a few miles. It would appear that Africa continues to oppose a stubborn resistance to the attempts of Europe to penetrate it, and if now and then some exceptional traveller succeeds in striking out some sparks of truth, the night presently falls, and many years pass before new light appears. Following the successful expeditions of Barth and Livingstone, Vogel, Neimans, Roscher Cuny, and Van Barnim have found their death in Africa. Van der Decken has been unable, notwithstanding the energy of his efforts and the extent of his resources, to proceed beyond a short distance in the route from Kilwa to Niassa. Andersson has attempted in vain to penetrate from the country of the Damards to the river Cuneve; the expedition of Comte d'Escayzac de Lauture has not got beyond Cairo; the French expedition to Abyssinia, under the command of Captain Russell, has stopped at Halifax; finally, the explorations of Baikie on the Niger have had to struggle with a thousand difficulties; and Livingstone himself, notwithstanding the large means at his command, has added little to his old discoveries."—*London Educational Times*.

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**A NEW INVENTION.** M. Schneider has invented a new sounding apparatus, which overcomes the difficulty heretofore experienced of telling when the "lead" strikes the bottom. The sounding-line is composed of gutta percha, and containing two wires for the passage of an electric current. As soon as the bottom is reached, the electric circuit is completed, and an electric is sounded in the ship.

# Resident Editors' Department.

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## REMOVAL.

THE EDUCATIONAL ROOM has been removed from the Congregational Library Building, to 119 WASHINGTON STREET, over Crosby & Nichols' book-store. Teachers and friends of Education are invited to make it their head-quarters.

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## OUR POSITION.

WE commenced the new year despondingly. Many of our subscribers returned the January number, thereby intimating their intention of discontinuing their subscriptions. Our receipts were less than usual, and we were afraid we should be unable to meet our bills as they fell due. But the tide has turned. From old and from new subscribers we are receiving the needed remittances, and, also, encouraging words. Not that we feared the *Teacher* would die, or even languish. There are those who love it too well, who take too much pride in their profession, have too much regard for the honor of their State, to allow that. It shall not be told in Gath, nor published in Askelon, that the southern rebellion broke down the *Massachusetts Teacher*.

One returned copy was endorsed, "*Don't send us any more such trash.*" It did not make us feel very bad, though. We immediately thought of Matt. vii.: 6, where it is pretty strongly intimated that good things will not be appreciated by every body. Not that we care to press the application in this case. We will try to believe that our former subscriber has progressed so far in educational science, that our most approved theories and methods seem to him "*trash*;" but why turn the "cold shoulder" towards us? — why not have mercy upon our poor starved readers, and send them something that is real substance? He knows that our pages are at his service.

The January number was returned to us, pronounced — "*trash.*" But a gentleman in an adjoining town accidentally takes up the same number of the *Teacher*, and writes to us, "I was so well pleased with several of its articles that I am prompted to subscribe, and, enclosed, send the needful."

He particularly notices the articles, "Teaching by pattern," and the "Credit System;" "anticipates much pleasure in reading our magazine, if the January number is a criterion," etc. Now this gentleman is not a teacher. But he is interested in schools, and we guarantee that every man and woman who has a real heart-interest, and not a mere bread-and-butter interest, in schools, will find in the bound volumes of the *Massachusetts Teacher*, and in the numbers as they are issued, much of great value.

A distinguished educator of this State writes, "I hope you are prospering. I see not how the live teacher can do without your journal." An active and very successful teacher in Indiana sends us the names of ten new subscribers, and writes, "I am delighted with the *Teacher*, especially the practical articles on teaching." The Superintendent of Schools in Akron, Ohio, sends the pay for three subscribers, and adds, "The *Teacher* has been a very welcome guest to me during the past year." We doubt not there are a thousand others ready to say the same. We never knew the *Teacher* to have warmer friends than now. But we want more. Our subscription list should be increased. We wish we could make every teacher in the State feel that it is his or her duty to increase this by one name, if no more. This we desire not for ourselves personally, but that the *Teacher* may make an "onward movement," and become a more worthy exponent of the educational forces of Massachusetts.

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### GOOD SPIRITS.

There are many kinds of spirits. Hecate, in *Macbeth*, sings thus:

"Black spirits and white,  
Blue spirits and grey;  
Mingle, mingle, mingle,  
You that mingle may."

Of these spirits, the white and the grey are doubtless kindly enough; but the blacks are malignant "contrabands," and the "blues" strive to invade the penetralia of every man's soul. With such society we have no desire to mingle: ghosts and hobgoblins; "secret black, and midnight hags;" "spirits from the vasty deep," are not the most agreeable companions. To all such we politely say,

"Avaunt! and quit my sight!"

Then there are countless evil spirits, of all colors, and names; and possessing all sorts of abodes, such as bottles, jugs, demi-johns, kegs, barrels,



hogsheads, and the "human form divine." To many, they come with merry look, but bring a deadly joy. For such spirits we have the words of Cassius: "O thou invisible spirit, \* \* \* if thou hast no name to be known by, let us call thee — Devil. \* \* \* O, that men should put an enemy to their mouths, to steal away their brains!" (And thus commit "*petty larceny!*") Let those who find in wine their wit and wisdom exalt these

\* \* \* \* "spirits in delight  
Beyond the bliss of dreams;"

but we bid them quick descent to Pluto's realms.

The good spirits that now command our wearied thoughts, are spirits of the mind and soul. Milton says,

"So much I feel my *genial spirits* droop."

It is said of this or that man, "He is always in good spirits." These are the spirits that now gather around us; and proffer their fellowship.

Nobody doubts that every teacher gives tone to his school. A gloomy teacher keeps a gloomy school. A peevish teacher makes a peevish school. A merry teacher has a merry school. Whatever be the predominant characteristic of the teacher, that quality invariably becomes ingrained into the school. Moroseness, irritability, despondency, as certainly affect children unhappily, as they do persons of mature years. Hence, it is a matter of great importance that those who train children should exhibit in themselves those qualities and feelings, which will contribute most to the happiness and well-being of their young charge. To this end nothing is more valuable than the possession of what is expressively termed "good spirits." These are manifested in various ways; generally in quiet cheerfulness; sometimes in a hearty "good morning;" sometimes in a funny anecdote, or a merry laugh; oftentimes in cheering words of encouragement. No matter what the difficulties, the trials, the discouragements of the schoolroom, good spirits still uphold the hopeful teacher, and keep a blue sky over his little world. Such a man always looks upon the bright side of things. If clouds gather around him, he cheerily thinks of the sun close above them. If the winds of opposition whistle about him, he thinks of the purer atmosphere that will follow. He is not discouraged by dullness, nor provoked by impertinence, nor incensed by the many misdeeds that children thoughtlessly commit. When a few bad boys tempt him for a moment to despond, he looks at the many good ones, who are to him a source of pleasure and pride, and works on with fresh joy.

For most of the ills of the schoolroom, good spirits are a sovereign cure, or, what is far better, an efficient preventive. Children are most apt to trouble those teachers who are most easily troubled; while one who steadily

preserves his cheerfulness under all annoyances, commands their respect and sympathy, and they soon learn to take pleasure in doing his will.

Pope uttered many wise sayings, but none more wise than this :

“ What then remains but well our power to use,  
And keep *good-humor* still, whate'er we lose ?  
And trust me, dear, *good-humor* can prevail,  
When airs, and flights, and screams, and *scolding* fail.”

A man of good spirits has, of course, an abundance of the good-humor that the poet thus extols. No one expects a desponding man to display good-humor.

But it may be asked, “ How can we command these good spirits ? ” In part by taking a wise care of health. It is hard for a sick man to seem cheerful. Abundant exercise, great temperance, open air, are indispensable to health. Avoid doctors and fancied ills, for

“ Most of those evils we poor mortals know  
From doctors and imagination flow.”

Shakspeare dogmatically says, “ Throw physic to the dogs.” Undoubtedly, a man may thus secure health “ dog-cheap ” ; but then is it quite kind to administer boluses and bark to the innocent dogs ?

Take good care of Conscience, also — “ man's most faithful friend.” A just assurance that we are striving to do our duty fortifies the soul against the assaults of all evil spirits, and secures a broad and safe field for the movement of all good spirits.

*Resolve every morning to make the best of every thing that shall happen during the day.*

Finally, if you would enjoy uninterrupted good spirits, do not undertake, when “ tired with toil,” to indite an article for the *Teacher* at the ghostly hour of midnight ; for, if you do, though clouds of Teutonic spooks surround you, both you and your article will surely be spiritless.

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## ORTS.

A YOUNG miss, whose knowledge of French was nearly equal to her knowledge of orthography, writing to a friend about the fine weather, remarked, “ We are having *bell wether* now.” If she ever learned of her mistake, she doubtless felt sheepish about it.

A NEW YORK paper says that the condemned slave trader, now in that city, “ has a wife and boy four years old.” Is not the wife remarkably young ?

ONE of the biographies in Cleveland's admirable Compendium of American Literature says, "His father died when he was an infant. A juvenile father, truly !

THE telegraph reported recently, in regard to the Burnside victory, that "the stars and stripes were seen at Elizabeth City floating over the batteries." Query : Where were the batteries ? At Elizabeth City, or at Roanoke Island ?

A VERY bashful young man, translating before his college professor a passage from Xenophon's Memorabilia of Socrates, in which Socrates says to a young friend, "When you see a beautiful woman, beware !" rendered it thus, "When you see a pretty girl, run like thunder and lightning !" "Ah, yes," said the old professor ; "but is n't that rather free ?"

A COLLEGE student named Gun was absent one day at roll-call. "Gun — Gun," said the professor ; "anybody know where Gun is ?" A little fellow in the corner squeaked out, "Gone off, sir !"

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### SPELLING EXERCISES.

WE dropped into one of the lower classes of a city school the other day, during an examination. The following words were used. The class spelled *ninety* per cent. correctly.

Camel, Cabin, Pallet, Linen, Habit, Melon, Police, Cashier, Heifer, Leopard, Falsify, Pacify, Stupefy, Vilify, Specify, Sleight, Business, Seine, Carriage, Bureau, Pursuit, Religious, Village, Partridge, Bridge.

A friend hands us the following list :

Inseparable, Paralysis, Pigeon, Glycerine, Basilisk, Chrysalis, Sapphire, Basin, Sparse, Solitude, Emollient, Surcingle, Kerseymere, Chalybeate, Irascible, Syzygy, Vermilion, Inuendo, Isosceles, Lachrymal, Saccharine, Dishabille, Apocrypha, Satellite, Baptistery.

Besieged, Baluster, Tyrannize, Eleemosynary, Exchequer, Tranquillity, Codicil, Supersede, Procedure, Huguenot, Gauger, Laudatory, Gherkin, Beleaguered, Mignonette, Millenium, Pretension, Phraseology, Serviceable, Parallelism, Connoisseur, Unmistakable, Contagious, Partisan, Inflammation.

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A GOOD MOTTO IN ANY STUDY. Review ; Review ; Review.

## EXAMINATION QUESTIONS.

THE following questions were used at a late examination of teachers for the Bowditch School, of this city.

## ARITHMETIC.

1. Divide  $\frac{13\frac{1}{2}}{16\frac{4}{9}}$  of 7 by  $\frac{8\frac{1}{8}}{121}$  of  $13\frac{1}{2}$ .
2. Divide two hundred and fifty-six ten-thousandths by four millionths.
3. In 324,560 inches how many miles? Answer to be given in miles, furlongs, rods, yards, feet, and inches.
4. At what rate per cent. will 840 dollars gain \$49 in 2 years 2 months?
5. What is the difference between the interest and the discount of \$5,000 for 1 year 6 months?
6. A grocer sold tea at 45 cents per pound, and gained 10 per cent. What would he have gained per cent. if he had sold it for 50 cents per pound?
7. A gentleman purchases a farm for \$3,600, and agrees to pay \$600 down, and the remainder in 5 equal semi-annual instalments. At what time may the whole be paid at once?
8. A gentleman owns a farm in the form of a square, containing 250 acres. What is the length of one side of the farm, and what is the distance between its opposite corners?

## GRAMMAR.

1. What is the meaning of the grammatical term *Accidents*?
2. What parts of speech are *declined*? What are *inflected*? and which are neither declined nor inflected?
3. Give the plurals of *chrysalis*, *genus*, *billet-doux*, *queen-consort*.
4. Compare the adjectives, *evil*, *little*, *front*, *wooden*.
5. What is the difference between *Voice* and *Mood*?
6. What is an *impersonal* verb? Give an example.
7. Correct the sentence, "To ascertain and settle which, of a white rose or a red rose breathes the sweetest fragrance."
8. In the following sentence, parse the words in italics: "*Many* who praise virtue, *do* no more than *praise* it."

## GEOGRAPHY.

1. What is the greatest city north of the latitude of London; and upon what river is it built?
2. Which is further south, Marseilles or Florence?
3. What, or about what, is the latitude of Liberia? and what is the longitude?



4. Which is furthest north, Boston, or Berlin, or the Bay of Biscay ?
5. Bound Germany.
6. How is Austria bounded, and what is its principal river ?
7. Where is Lucca, and what article of domestic use do we obtain from there ?
8. Name two or three great rivers of the world that flow from the south towards the north ; and which of them is the greatest and most famous ?

## HISTORY.

1. What was the foundation of the English claim to North America ?
2. Give the dates of the settlement of Plymouth Colony, and the Colony of Massachusetts Bay, and the names of the first governors of each. When were the two colonies united under one name ?
3. What was the *Continental Congress*, and give the date of its assembling ?
4. Give the names and dates of such battles of the American Revolution as you recollect.
5. Give the reasons for the adoption of the Constitution of the United States.
6. Give the names of the Presidents of the United States in their order, and the length of the term of office of each.
7. Give the names and dates of such naval engagements in the war of 1812 as you recollect.
8. State what you know of the origin of the Mexican war, and the names and dates of such battles as you recollect.

## ORTHOGRAPHY.

Balance, Benefited, Botanic, Ballad, Chyle, Cripple, Crystallize, Hieroglyphics, Hygiene, Indelible, Menace, Moralize, Mortise, Panel, Pinnacle, Satellite, Rebellion, Triple, Tyrranic, Valid, Vermilion, Valise, Visible.

## OUR EDUCATIONAL EXCHANGES.

*The Maine Teacher.* Edited by Hon. E. P. Weston, State Superintendent of Schools. We are always glad to see this excellent journal. Its editor is thoroughly alive and labors zealously in the good cause. We copied into our last issue his article on "Forefather's Day," and have since seen it in another journal. It will be seen that a correspondent in our present number questions its statements. Which is right ?

*The New Hampshire Journal of Education* : Concord. Twelve Associate Edi-

tors. Jonathan Tenny, A. M., Resident Editor. This journal has always been conducted with ability, and its recent issues show a determination on the part of its new editor to maintain its high position. We miss the Grammatical Department. The editor of that department having crossed the line into our own State, may we not hope to receive some contributions from his pen for our own journal?

*The Vermont School Journal*: West Brattleboro'. A. E. Leavenworth and Hiram Orcutt, Editors. Vermont has probably fewer annual teachers than any other New England State. All honor to them for so well sustaining their journal. May it live and increase. What a journal we should have in old Massachusetts would our teachers only do half as well!

*The Rhode Island Schoolmaster*: Providence. Board of twelve Editors. J. J. Ladd, A. M., and N. W. De Munn, Resident Editors. Little Rhody is not a whit behind her larger brothers and sisters in maintaining a school journal. She cannot boast so many teachers; but what she lacks in numbers, she makes up in zeal. The *Schoolmaster* has been ably conducted from the beginning. It gives more selections and treats its readers to a greater variety than most journals.

*The Connecticut Common School Journal*: Hartford. Charles Northend, New Britain, Resident Editor. Twelve Associate Editors. This successful journal, instead of succumbing to the times, has more than renewed its life. It is nobly sustained by the Connecticut teachers, and it is well worthy their support. The two numbers already issued are worth the whole year's subscription.

*The New York Teacher*: Albany. A Board of thirteen Editors. James Cruikshank, Resident Editor. This journal has a wide field and ought to have, and no doubt does have, an efficient support. Each number contains forty-eight closely printed pages,—so closely printed as to look rather unattractive: but its articles are generally excellent, and we think no subscriber can complain that he does not get his money's worth. The resident editor is also publisher, and the present position of the *Teacher* is mainly owing to his enterprise.

*The Pennsylvania School Journal*: Lancaster. Edited by Thomas H. Burrows, State Superintendent of Common Schools. This is an excellent journal. We have always looked over its pages with interest. Though it ministers mainly to the wants of its own State, it contains much that is useful everywhere. The Superintendent's Annual Report, in the last number, is a valuable document.

*The Ohio Educational Monthly*: Columbus. Edited and published by E. E. White & Co. The February number of this journal has not yet been received. The January number contained many valuable contributions, and promised well for the new volume. "Geography in the Primary School," by Dr. Thomas Hill, and "Hints to Teachers," by M. F. Cowdery, were among the best articles. The publishers seem to have secured the services of the best educators.

*The Indiana School Journal*: Indianapolis. Eleven Associate Editors. Daniel Kirkwood, Mathematical Editor, and O. Phelps, Resident Editor. This is an ably conducted journal. The February number has not come to hand. But the January number contains valuable articles. Our associate was so well pleased with the "Cramming vs. the Drawing out System," that he has marked some portions or transfer to our own pages.

*The Illinois Teacher*: Peoria. Alexander M. Gow Dixon, Editor, and L. A. Briggs, Chicago, Associate and Mathematical Teacher. This is one of the best educational journals. It has an attractive outside appearance, and its contents are always readable and useful. In some respects the Illinois teachers seem to be in advance of their brethren in the East.

*Wisconsin Journal of Education*: Madison. An Editorial Committee of fifteen. Rev. J. B. Pradt, Resident Editor, and T. D. Coryell, A. M., Mathematical Editor. This periodical comes to hand about as promptly as any of our exchanges, and though from a State comparatively new, yet must be ranked among our leading journals. Its articles are mostly original, and are read with pleasure and profit.

*The Iowa Instructor*: Davenport. Edited by an Executive Committee. This is the only journal that comes to us from beyond the Mississippi. It stands now as our most advanced "picket," and is worthy of the position. There is no danger of its sleeping at its post. The Iowa teachers are alive and working earnestly in the good cause.

We have noticed above all the State journals we have received this year. Our Southern journals of course have ceased to make their appearance. For some reason the Michigan journal has not come to hand. From Lower Canada, we receive the *Journal of Education* and *Journal de L'Instruction Publique*; from London, *The Educational Times* and *Journal of the College of Preceptors*, all important publications.

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## BOOK NOTICES.

PREPARATORY LATIN PROSE-BOOK: containing all the Latin Prose necessary for entering College. By J. H. HANSON, A. M. Boston: Crosby & Nichols.

The design of the author has been to improve somewhat the Latin preparatory course, and to bring together in one volume all the Latin prose required; thus lessening the expense to the student. The book bears evidence of having been compiled with much care, and is amply supplied with notes and grammatical references; the latter to the revised edition of Andrews and Stoddard's, and Kühner's Latin Grammars.

The requirements of our colleges will of course decide what amount of Latin prose must be learned before entering. Still we think this book is a move in the right direction. The author, the accomplished Principal of the High School, Portland, Me., has brought to his task the requisite scholarship and practical knowledge, and has produced a book admirably adapted to the purpose for which it was designed. We would commend it to the attention of teachers.

THE THEORY AND PRACTICE OF BOOK-KEEPING COMBINED. By AARON SARGENT. Boston: Swan, Brewer & Tileston. 1862.

In a very neat book of 44 pages, small quarto, Mr. Sargent has presented a

treatise on book-keeping by double-entry. A perusal of the book affords full evidence that the author is master of his subject. We are glad to see this valuable addition to the books which are designed to teach—what every boy ought to learn in school—the double-entry system of book-keeping. A work so concise, simple and cheap as the one before us, ought to have a large sale.

A PRIMARY GEOGRAPHY on the basis of the Object Method of Instruction, illustrated with numerous Engravings and Pictorial Maps. By FORDYCE A. ALLEN, Principal of the Chester County Normal School, West Chester, Pa. Philadelphia: J. B. Lippincott & Co. 1862. 56 pp. Quarto.

It is truly refreshing to look at the elegant pages of this new book for the little ones. We almost wish ourself back to our days of jacket and ruffled collar, that we might have the pleasure of studying this charming book with a boy's delight. The numerous cuts are large and beautiful. The maps, even, are adorned with instructive pictures. The letter-press is as fair and inviting as any typographical epicure can desire. The subject matter happily exhibits the author's good taste and common sense. We sincerely believe that this Primary Geography is one of extraordinary merit, and therefore deserving of the favorable attention we hope it will receive.

JEWELS FROM THE QUARRY OF THE MIND. Edited by JAMES H. HEAD. Boston: Crosby & Nichols.

The field of the poets has been often gleaned. It is curious to notice the differing tastes of different gleaners. The selections in the book before us possess a quiet beauty which charms and soothes. They are not so much the great and stirring utterances of the poets as the calm and beautiful. It is delightful to have such a book at hand in a leisure or weary hour.

The publishers have shown their appreciation of these poetic utterances by giving them a form as attractive to the eye as they are to the heart.

JUVENILE BOOKS. Crosby & Nichols are continually adding to their extensive assortment of juvenile reading. Their late publications are pronounced by the proper authority up to the mark. FLORENCE ERWIN'S THREE HOMES pleases the young misses and shows them that heart-wealth is better than world-wealth. THE BEAR HUNTERS is just the thing for the boys, as is also ROUND THE WORLD. Let them read the latter, with the atlas before them, and it will teach a capital lesson in geography, as well as delight them. A little sick friend who reads all the books he can get hold of, pronounces THE DOG CRUSOE the very best he has read for some time. We have looked over these books with much pleasure, and do not wonder at the strong interest they excite in the youthful mind.


THE CAROL: a new and complete Music Book for Schools, Academies, and Singing-Classes. By WILLIAM B. BRADBURY. New York: Ivison, Phinney & Co.

The examination of this book has given us real pleasure. We like its elementary exercises and methods of illustration much. We like too its great variety of good music. So fine a Carol deserves to be heard in every school.



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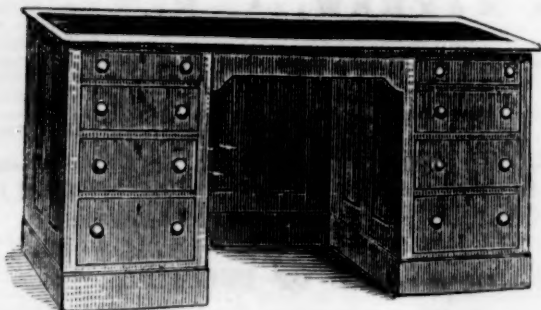
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